

DEPARTMENT OF  
EDUCATION AND SCIENCE

# Day Release

*The Report of a Committee set up by the  
Minister of Education*



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NOTES:— (i) Nominating body shown in brackets.

(ii) In October, 1963, Miss W. Baddeley replaced Mr. G. F. Green as a nominee of the Trades Union Congress; Mr. Green had replaced Dame Anne Godwin in January, 1963.

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## Prefatory note on day and block release

We have called our report 'Day Release' and in general used this term, partly for the sake of brevity and partly because it is familiar; but we have also considered other forms of release from employment for further education, and in particular block release.

Day release is the system by which employers free employees with pay, usually for one day a week, to attend courses of further education. The courses are arranged, often in association with industry, by technical and other colleges of further education, including colleges of commerce and colleges of art.

Under the block release system, employers free employees with pay for periods of full-time study, usually lasting several consecutive weeks.

Day release is more widespread than block release, but block release is being increasingly adopted in some industries and colleges. Apart from any intrinsic merits, it is clear that block release may have practical advantages in special circumstances; for example when students are widely scattered or in employment of a seasonal nature.

We do not think it appropriate for us to seek to compare the merits of different systems of release. We are anxious, however, that the concept of release should not be too rigidly interpreted. In some cases block release courses may be more appropriate than day release. We do not exclude release for part of the day only, or for courses lasting only part of the year, at any rate as interim or introductory measures. We are concerned to encourage any form of release from employment which is agreed between the employer and the college to be appropriate for the student's further education and training.

## CHAPTER I

### Introduction

#### *The Committee*

1. We were appointed by the Minister of Education in November, 1962. The members of the Committee were nominated at the Minister's request by national organisations representing employers, trade unions, local education authorities and technical colleges. The Chairman was invited to serve in his personal capacity.
2. Assessors from the Ministry of Education and the Ministry of Labour gave us every assistance, and we also had great help from the Statistics Branch of the Ministry of Education. Mr. J. A. Swindale, our Secretary, has given us invaluable support. His wide experience, his sound judgment, and his ability to work under heavy pressure have been of the greatest service to us. We thank him most sincerely. We are also much indebted to the working party under the chairmanship of Mr. J. A. R. Pimlott to which we refer in paragraph 6 below. The logistical aspect of our work has been considerably assisted and lightened by the thorough preparatory examination they gave to the practical implications of a right to day release.

#### *Terms of reference*

3. Our terms of reference were laid down by the Minister as follows: 'To report on what steps should be taken to bring about the maximum practicable increase in the grant of release from employment to enable young persons under the age of 18 to attend technical and other courses of further education.'

#### *Background*

4. These terms of reference are wide. In practice they were limited by the circumstances out of which the Committee arose. A brief reference to these circumstances is therefore necessary.
5. Towards the end of 1960, in view of general agreement upon the need for an increase in the numbers of young people granted day release, the Minister of Education (then Sir David Eccles) held talks with representatives of employers, trade unions, and local authorities. The proposal was discussed that young employees up to 18 should be given the right to claim day release on one day a week for the purpose of attending a further education course.

6. Before taking further action, the Minister decided that the practical and financial implications of this proposal should be studied. A working party which included representatives of industrial and educational interests was set up under the chairmanship of Mr. J. A. R. Pimlott of

the Ministry's Further Education Branch. The working party's report was considered at a meeting which Sir Edward Boyle called in 1962 with representatives of national industrial organisations, local education authorities, and technical colleges.

7. At this meeting there was unanimous agreement that, despite the development of day release in some directions, there was a serious numerical short-fall in industry and commerce as a whole. It was felt that everything possible should be done to bring about an improvement; nevertheless, the grant of a right to day release to all young persons under 18 would constitute a heavy additional claim on the available resources of buildings and staff, and would involve greatly increased recurring expenditure.

8. The general view, which the Minister accepted, was that the right to day release could not be granted without holding back the prospects for other urgent educational developments. It was agreed, however, that further consideration should be given to other ways of achieving a substantial increase in the grant of day release to young people. We were appointed to undertake an enquiry and to report.

#### *Objectives*

9. Taking this background into account, we assumed both in our own discussions and in calling for evidence that there were limits to the volume of day release that could be dealt with in the near future. It would be necessary for us to consider and recommend priorities.

10. We must make clear that the measures we recommend are conditioned by present limitations; it is our unanimous opinion that all young people up to the age of 18 should be enabled to continue their education on at least a part-time day basis. This principle has been embodied in provisions which have been on the statute book for nearly 50 years, first in the Education Act of 1918 and later in the 1944 Act.

11. We also draw attention to the importance of promoting the whole range of further education on a broad and balanced front. There will be great advances in higher education in the next few years. The education of all young people in employment must keep in step, so that the necessary support is given to the increasing numbers who will qualify for technological and managerial posts. Our recommendations are made and targets are proposed with this in mind. But we have also paid due attention to the priorities which are of particular importance in the years immediately ahead, before the broader objectives we desire can be attained.

12. We stress the range of educational provision that is relevant to vocational training in the broadest sense and to the developing needs of young people. Vocational education is often thought of as the acquisition of knowledge and skills directly applicable to the job; but in many posts what is required is not so much the acquisition of a skill as progressive development in the fields of human relations, of judgment, and of general

educational standards. These are important over a wide range of ability and level of work. There are many posts of such a nature, for example, in junior grades in retail employment, among operatives in industry, and at all supervisory and managerial levels.

*The raising of the school leaving age*

13. Although special efforts should be initiated immediately, we have taken the years 1965/66 to 1969/70 as those to which our recommendations principally apply (see recommendation I), and we look forward to a steady gathering of impetus during this period. The announcement of the Government's intention that the school leaving age should be raised to 16 in the educational year 1970/71 was made after our discussions began. It does not affect our immediate recommendations, but at that time a new situation will be created. We therefore urge that a review of the progress of day release should be made well before 1970, with special reference to the practicability of introducing at least a right to day release.

## CHAPTER II

# Recommendations

14. The facts, evidence and thinking on which our conclusions and recommendations are based are covered in the following chapters. We judge it best to set out at once our recommendations so that they may be read in close relation to the background outlined in the first chapter. Our recommendations are as follows:

- I. *For the year 1969/70, a national target should be set of at least an additional 250,000 boys and girls obtaining release from employment for further education. Our aim involves an average increase of the order of 50,000 a year during the next five years. It results in roughly doubling the present numbers. (See paragraphs 86 to 106.)*
- II. *All industrial training boards, in drawing up their recommendations for training and associated further education, should pay the greatest attention to release from employment for further education, which in appropriate cases should become a requirement. (See paragraphs 107 to 110.)*
- III. *Each local education authority should with full industrial co-operation set a local target related on the one hand to local circumstances and on the other to the national target, and should make every effort by a sustained public relations campaign, by interviewing employers, and by other means, to achieve the required expansion. (See paragraphs 111 to 127.)*
- IV. *The necessary provision for the additional accommodation required should be authorised by the Ministry of Education and made by the local education authorities; the Ministry and the authorities should take steps in good time to ensure that the additional teachers can be recruited as the need develops. (See paragraphs 128 to 129.)*
- V. *Efforts should be concentrated in the first place upon young people who are being trained in occupations requiring knowledge and skills with which courses of further education are associated. (See paragraphs 130 to 134.)*
- VI. *In the case of boys and girls who have shown themselves clearly anxious to take advantage of further education facilities by pursuing evening-only vocational classes, a specific approach should be made to the employer to urge him to allow day release. (See paragraphs 135 to 141.)*
- VII. *The Ministry of Education and the local education authorities should encourage development work in relation to courses for boys and girls who receive little educational training through their employment, and do not require specifically vocational education. (See paragraphs 142 to 144.)*

- VIII. *All public authorities, national and local, should give a clear lead in the granting of day release. (See paragraphs 145 to 146.)*
- IX. *Release should not be terminated during a course of further education solely because a boy or girl attains a certain age. (See paragraphs 147 to 148.)*
- X. *Evening study on one or more evenings a week, coupled with day release, should be encouraged; but attendance at evening classes should not be made a condition of day release where this is not essential to the completion of the course of studies in question. (See paragraphs 149 to 151.)*
- XI. *Employers should devote practical attention to the further education needs not only of those to whom priority must be given, but of all their young employees, girls no less than boys. This would be in the interests both of the young people and of the employers themselves. (See paragraphs 152 to 157.)*
- XII. *The Ministry of Education and the Ministry of Labour should consider what additional statistical information is needed in order to assist in planning the development of day release, and should take appropriate measures. (See paragraphs 158 to 159.)*

15. In Chapters VI and VII (paragraphs 86 to 160) we set out a summary of the thinking and conclusions on which these recommendations are based in relation to the evidence in the report as a whole.

## CHAPTER III

### Trends in day release

#### *Day continuation schools*

16. Release from employment to attend courses of further education is not a new development. Under the Fisher Act of 1918, it was intended to establish compulsory part-time attendance at day continuation schools of all young people (with some exceptions) between the ages of 14 and 18. The system, however, failed to take root. By 1922, with the one exception of Rugby, which still today operates a statutory scheme up to the age of 16, day release was confined to a limited number of voluntary arrangements.

#### *County colleges*

17. The 1944 Education Act made provision for county colleges at which part-time attendance was to be compulsory for young people under 18 who were not in full-time attendance elsewhere. Young people were to be obliged to attend for one whole day a week for 44 weeks in the year, or the equivalent. In view of other urgent priorities, the Government has not yet been able to bring these provisions into effect. Meanwhile, the 1944 concept of county colleges as something separate from the rest of further education has been modified, and the balance of educational opinion now probably takes the view that the local colleges of further education, whose work is centred on the needs of the younger age groups, form a natural focus for the development of county college work.

#### *Post-war growth of day release*

18. Before the war some 40,000 young people were being granted day release. After the war, largely no doubt as a result of new apprenticeship schemes drawn up in a number of industries, the number of young people under 18 receiving day release or block release rose to 185,000 (including 36,000 girls) by 1956. During these years the proposal to set up county colleges may also have had a stimulating effect.

19. By 1960, the total grew to a little over 200,000 (including 42,000 girls). But the age group had increased in size also, and in the debate on the Crowther Report on 21st March, 1960, the then Minister of Education expressed his dissatisfaction with the rate of increase. He subsequently initiated discussions, to which we referred in paragraph 5, on a proposal that young employees might be given a right to claim day release, and the working party under the chairmanship of Mr. J. A. R. Pimlott examined the practical implications of the proposal.

#### *Report of the working party on the practical implications of a right to day release*

20. The working party's report stressed the highly speculative character of any attempts to estimate the demands upon resources which would be made by action involving the exercise of individual judgments several

years ahead. Circumstances might by then differ greatly. However, it seemed to the working party reasonable to assume that virtually all the students not granted day release, but attending evening classes of a vocational character in their own time, would wish to avail themselves of day release if given the opportunity; and in addition in favourable circumstances as many as 50 per cent of those not already in any form of day-time further education and not following vocational evening-only courses might either be granted day release voluntarily by their employers or opt for it.

21. On this basis the working party concluded that the additional demand might range from some 632,000 part-time students in 1965 to 460,000 in 1970. The estimated numbers would vary according to the year in which the scheme was introduced; they decline in the later years because the size of the age groups becomes smaller and the numbers staying at school or in full-time further education increase.

22. The working party estimated that the cost of new buildings to cater for the students might range on the then current prices from about £65m. to £85m. (excluding cost of sites, professional fees, furniture and equipment). The number of additional full-time teachers might range from about 9,500 to 13,000. Additional recurring expenditure might be in the range of £23m. to £32m. per annum.

23. It was on the basis of this report that the meeting of representatives of national industrial organisations, local education authorities, and technical colleges to which we referred in paragraphs 6 to 8, decided that the right to day release could not be granted without holding back the prospects for other urgent educational developments.

#### *Analysis of day release trends from 1956*

24. The White Paper\* of 1956 marked a milestone in post-war technical education. Although primarily concerned with technological education, it also as part of a five-year programme called for a doubling of the numbers receiving day release—an aim which has not yet been achieved. At our request, the Ministry of Education prepared an analysis for the years 1956/57 to 1962/63, showing the totals in the age group of the boys and girls under 18 analysed into (a) those receiving day release; (b) those receiving other part-time day education; (c) those at school; (d) those in full-time and sandwich further education; and (e) the remainder. The Ministry also prepared, for comparison, similar data for young people in the age group 18 to 20. The results are set out in the tables in Appendix A. It should be noted that in this form of analysis, the proportions receiving day release are related to the total age group, and not to the numbers in employment. Calculations on the latter basis are referred to in paragraphs 31 to 35 and in Appendix B.

25. In 1956 there were 149,000 boys and 36,000 girls under the age of 18 receiving day release, a total of 185,000. The percentage of the age group concerned receiving day release was 17.7 (boys) and 4.4 (girls). The

\*Technical Education Cmd. 9703 H.M.S.O. 2s. 6d.

numbers and percentages of young people under 18 allowed day release have fluctuated considerably in the years since 1956; periods of rapid advance have been followed by periods of relative stagnation and even of decrease. We noted with concern the decrease between 1961/62 and 1962/63 in the percentage (though not the absolute numbers) of both boys and girls under 18 receiving release. The numbers rose from 200,000 to 209,000 boys and 50,600 to 52,000 girls; but the percentages fell from 18.64 to 18.3 (boys) and 4.93 to 4.77 (girls). This must, however, be taken in conjunction with the overall increase in daytime education noted below in paragraph 28.

26. From the tables in Appendix A it is apparent that 1962/63 saw the numbers allowed day release for both boys and girls in both age groups 15 to 17 and 18 to 20 at their highest ever level. The decline in percentage between 1961/62 and 1962/63 is confined to the 15 to 17 age group. The percentages of both boys and girls in the 18 to 20 age group in receipt of day release rose from 1961/62 to 1962/63. The fall in the percentage of day release in the 15 to 17 age group must be seen against a sharp increase in the percentage in the 18 to 20 age group.

27. An explanation of the fluctuations in the years between 1956 and the present was sought in terms of the state of trade, but there was no evidence of statistical correlation between percentage day release and either percentage unemployment in the age group or numbers actually in employment.

28. Two interesting features are revealed by the tables. One is that, if day release is considered not alone, but in conjunction with the other forms of education (other than evening only) there has been a steady and continuous increase for both sexes of the percentages in receipt of some form of day time education. The second is that, of young people not receiving full-time education in any form a larger proportion was receiving part-time day education in 1962/63 than in 1961/62. The great majority of the part-time day education was day release.

29. It is also noteworthy that as far as boys in the under-18 group were concerned, over 50 per cent were receiving some day time education, either full-time or part-time. The comparable figure for girls was 36 per cent.

30. We do not under-rate the effort which has gone into achieving these totals, but we must draw attention to the other side of the coin. In 1962/63 no fewer than 555,000 boys and 694,000 girls were receiving no day time education.

#### *Analysis by industries*

31. The figures we have been considering in paragraphs 24 to 30 relate to the age groups as a whole. If the numbers of young people released by their employers are analysed according to industries, as in the table in Appendix B, the figures are seen to conceal wide divergences between the proportions granted release in the various industries.

32. In examining the figures in Appendix B, it should be borne in mind that within any one industry there may be a number of occupations to

which different considerations may apply as regards day release ; for example, within the engineering industry there would be office workers, canteen workers, messengers and others. Furthermore, the figures in the table cover the major part of industry, but do not necessarily show the whole picture, since some industries and firms may have training schemes of their own which include arrangements for further education elsewhere than at colleges provided by the public education service.

33. Whereas Appendix A relates the numbers released to the total age group, Appendix B relates them to the numbers estimated to be in employment. It shows a modest growth in the proportion of young people released between 1959/60, when the figures were 24.4 per cent (boys) and 6.4 per cent (girls) and 1961/62 when the figures were 30.4 per cent (boys) and 7.6 per cent (girls). As has already been noted from Appendix A, the absolute numbers again increased in 1962/63; but, as in relation to the age group, so also in relation to the numbers employed, the proportion of those released fell slightly to 30.3 per cent (boys) and 7.4 per cent (girls).

34. There is a particularly low percentage of boys and girls released in certain highly organised sectors of the economy, including the distributive trades and insurance, banking and finance. In the distributive trades, the numbers released have increased somewhat since 1959/60, but the proportion of the numbers employed in the age group (7.6 per cent of boys and 2.3 per cent of girls) is smaller in 1962/63 than in 1959/60. In insurance, banking and finance the numbers released, and the percentage of the age group, show some rise over the years since 1959/60, but the proportion of young people released in relation to the numbers in employment was in 1962/63 still only 8.9 per cent (boys) and 1.2 per cent (girls).

35. The information we received about banks and insurance suggests that there has been a welcome growth in day release in recent years amongst certain groups of young people studying for the relevant professional examinations, most of whom are aged 18 or over. While we welcome the recent development of facilities for day release to enable young people to pursue professional qualifications, we express the urgent hope that all employers, in commerce and the distributive trades no less than in industry, will give careful thought to the needs of their young employees, both boys and girls, for continued education.

#### *Day release in occupations offering little scope for specifically vocational education*

36. Some colleges have provided courses for boys and girls in occupations which offer little or no scope for vocational education. We have the impression that there is not such widespread confidence about aims and methods, either among employers or in some of the colleges, that is generally felt about more specifically vocational courses. The students, though including a high proportion of the less able, may nevertheless cover a wide range of abilities. In addition to those in repetitive work, or work involving little skill, there are others of a different quality in

posts which require all-round intellectual ability, judgment, and competence in personal relations.

37. We therefore greatly welcome developments through which it is hoped to gain and to make widely available more constructive experience of courses not directly related to vocational requirements.

38. In order to build up more experience, the Ministry of Education in 1962 invited a number of local education authorities with experience of this work to develop such courses systematically at selected colleges in co-operation with local firms.

39. Representatives of participating colleges and authorities have since met twice under the chairmanship of one of H.M. Inspectors. They have agreed on common criteria, by which each college assesses the progress of its courses year by year, and have made arrangements for the interchange of these assessments between the colleges. Agreement on common criteria of assessment in no way implies uniformity of approach; rather it is the intention to encourage the widest possible variety of experiment. The second conference reviewed the general progress made during the year, and some notes on the first year's review are given in Appendix C to our Report.

40. We hope that at an appropriate time the experience gained will be made available for the guidance of local education authorities, colleges and employers in the country as a whole.

## CHAPTER IV

# Problems in extending day release

### *The main problems*

41. The main factors restricting the extension of day release fall into two groups: one, the attitude of employers, parents and students; the other, the logistical problems of accommodation in the colleges and an adequate supply of teachers. It is also important that courses should be available which are adapted to the varying needs of the boys and girls concerned, and conducted with a lively and imaginative approach.

### *Attitudes of employers*

42. We appreciate the very substantial extent to which some employers already grant day release. This is not confined to the large organisations, such as the nationalised industries, the Civil Service, and major private enterprises. Nor do we underestimate the difficulties facing employers, and perhaps in particular the smaller employers, in granting day release.

43. The employers' organisations have drawn our attention to the difficulty in very small firms of releasing young people whose absence could seriously dislocate the efficient running of the business. It has also been suggested that a major obstacle to the spread of day release among smaller firms is the cost to the employer. Wages have to be paid though the day's work is lost.

44. We understand from the representatives of the major employers' organisations that while they oppose compulsory and indiscriminate day release, there would be widespread support among their members as a whole for the view that day release should be granted, as soon as national resources permit, to all young persons under 18 subject to the courses being appropriate to the individual and the industry.

45. They also made it clear that they were not thinking in narrowly vocational terms, and recognised the importance of general education to the firm as well as to the individual. They insisted that day release should be regarded as a privilege, but recognised that the time had now passed when the employer should feel entirely free to grant or withhold it.

46. Among many of the individual small employers, the general view seems still to be that day release courses should be related to an employee's present job. They see non-vocational education as a problem for the public education service, not for employers. Moreover, some of them who themselves studied at night school and feel that they profited by it, do not see why their employees should not do the same. In many cases, the attitude of the immediate supervisor, whether in large or in small firms, may be even more important than that of the employer.

47. On the other hand there are still some managements who have little use for technical education whether in the evening or by day, and are particularly ill-informed about day release. They may even be unaware of the existence of such a system. There is an urgent need for a continuing public relations campaign to bring the facilities available to the notice of employers and to stress that every employer should give thought to his responsibilities towards the young people in his employment.

48. We were glad to learn that the National Advisory Council on Education for Industry and Commerce recently set up a sub-committee under the chairmanship of Sir William Alexander to advise on what guidance might be given to the Minister of Education, the Regional Advisory Councils, and local education authorities on the public relations of further education. Their report will, we are sure, be of great value in relation to our objectives, as well as in other ways.

49. It is only realistic to accept that the primary aim of many employers with regard to their young employees is to make them more productive and efficient. Education as such is, in their view, a matter for the Government. One of the objects of publicity should therefore be to point out that grant of day release can be a matter of enlightened self-interest for the employer.

50. It ought, for example, to be a selling point to employers if it is pointed out that a better selection of boys and girls can be recruited by a firm which offers day release. The development and usefulness of the young employee to the firm will also be furthered by a course of studies during his formative years.

51. The employer should understand that colleges will be ready to make arrangements to enable the firm to satisfy itself that the boy is making the best possible use of his time at the college. Such arrangements should cover not only routine disciplinary matters of punctuality, attendance and behaviour. More important, they should enable the firm to take an intelligent interest in the boy's progress and in appropriate cases make suitable recognition of it.

#### *Attitude of parents and students*

52. The weight of the advice of parents in influencing their children's attitude to day release is difficult to assess. But clearly the advantages of taking a post where day release is available should be brought home to the parents as well as to the boy or girl. When schools, the youth employment service, or other agencies draw attention to the importance of part-time further education for young people entering employment, they should make every effort to reach the parents as well as the boys and girls.

53. With regard to the attitude of students, the London County Council booklet 'On From School' (1962) says:

'Most colleges report a considerable variation ranging from obvious enjoyment to indifference and initial hostility. In general, students taking courses closely connected with their jobs or future prospects appear to appreciate them . . . some colleges report that there is a

tendency for interest to diminish as the relation between the subject studied and the student's occupation becomes less obvious . . . in courses less closely linked with the student's occupation the variety of attitude is more pronounced.'

54. We are of the opinion that attitudes towards day release are changing. The increase in students voluntarily remaining at school reflects a growing interest in continued education. Given good teachers, it is not difficult to arouse the enthusiasm of students, and we feel that some of the studies of student attitudes have tended to be on the pessimistic side.

55. Our own tentative conclusions about students' attitudes are as follows:

- (a) Students are more likely to look favourably on the prospects of day release classes if they see the relevance of the course to their work. Conversely, there is greater resistance to courses which are regarded as simply educational in a broad sense.
- (b) Good teaching can overcome the initial resistance to day release classes. The quality of the teaching and the attitude of the teachers are influential factors in determining the opinion of both vocational and non-vocational students.
- (c) Where a course has to be taken by evening-only attendance, students are more liable to attend irregularly or to give up the course.
- (d) It is of great importance to the student to know that a responsible person in his firm is taking a constant interest in his progress.

#### *Accommodation and teachers*

56. The need for adequate accommodation and a supply of suitable teachers is self-evident. It was indeed the conflicting demands upon these resources and in particular upon teachers that led to the decision that it was impracticable to introduce a right to day release.

57. We discuss later (paragraphs 91 to 106) the logistical implications of our recommendations. Here we draw attention only to two points. One is that, even within existing accommodation and teacher supply, it is possible in some areas and in some subjects to increase the volume of day release. In some cases, uneconomically small classes could be increased in size without any extra demands on accommodation or staff. In other cases there are colleges with new buildings which are not yet working to full capacity.

58. Our second point is that new building itself stimulates demand. At one college, for example, enrolments increased by 20 per cent in a single year when a new building was opened. A new building is a first-class piece of public relations and we are anxious to see the greatest possible amount of good new accommodation.

## CHAPTER V

### Measures suggested in evidence

59. We received written evidence from 36 organisations and individuals. These are listed at the end of our report. We do not propose to reproduce this evidence in full, but we think it appropriate to summarise here some of the main lines of thought and recommendations in the evidence. We are extremely grateful to the organisations and individuals who helped us by submitting evidence and, in some cases, taking part in an informal discussion.

#### *Priorities*

60. Given that some order of priorities must be established within the under-18 age group, there was a wide measure of agreement on the way to secure the greatest advantage. This is to concentrate upon young people who are receiving a systematic training for occupations requiring skills with which recognised courses of further education are associated. Practically all the organisations submitting evidence, whether educational or industrial, were broadly of the opinion that, within the limitations which precluded recommendations on a more comprehensive scale, this should be the first aim.

61. The general view was also, however, that such a policy should not involve the abandonment of attempts to develop non-vocational day release. Some organisations, indeed, suggested that the legislation on industrial training made it all the more desirable that the development of day release on a voluntary basis should continue to blend the vocational and the non-vocational. Vocational and non-vocational should not be seen as clear alternatives. The aim, they suggested, might be to develop in the direction of vocational work, but with as strong a general content as could be arranged.

62. Several educational organisations urged that, within the vocational groups to whom priority was to be given, there was a particularly strong case to provide facilities for those young men and women at present following part-time evening courses in vocational subjects. It was thought that at any rate in some areas existing resources of accommodation and staff would be capable of keeping pace with a development of this kind.

63. A view put to us by one industrial organisation was that, after giving first priority as outlined above, second priority should be given to the remaining school-leavers in their first year of employment; courses should tie in with each school-leaving period to obviate the dangers of a gap between leaving school and beginning a course of further education.

64. We are agreed upon the desirability of obviating so far as possible a gap between school and further education. Our general view is that in this respect it is preferable to concentrate on the objective of raising the school-

leaving age. As resources are limited, care must be taken not to devote a disproportionate effort to wholesale expansion of day release for the 15 to 16 year old age group.

65. Towards the end of our deliberations we learned with satisfaction of the announcement by the Minister of Education that it is the Government's intention that the school-leaving age should be raised to 16 in the educational year 1970-71.

#### *The question of compulsion*

66. Those from whom we received evidence recognised the limitations imposed by our terms of reference. We could consider neither compulsory day release for all young people, nor the more limited form of compulsion involved in granting a right to day release for all young people.

67. Some suggested, however, that compulsion, or a right to day release, might be considered on a selective basis. The variations which were most generally put forward were on a basis of industry, area, or of age group. Some combination of these might be possible. A further variation was proposed: that all employers should be required to grant a right to day release to a fixed percentage of their young employees. Under this proposal, the percentage would be determined by the Minister from time to time in relation to the growing capacity of the colleges.

68. The views submitted in the evidence of organisations varied from whole-hearted support for compulsion to determined opposition.

69. The view was expressed that further attempts to extend day release on a voluntary basis were unlikely to achieve significant results. More than one organisation suggested that compulsion should be introduced for limited groups such as apprentices in particular industries. The fear was expressed that in some spheres at any rate many employers would not commit themselves to day release unless all did.

70. Other organisations, however, argued that day release should be regarded as a privilege and not a right. In the last resort, they held, the responsibility for granting it must remain with the employer. It was suggested that progress was possible through voluntary action, if guidance were issued about the basis of selection for release. Greater value might be derived from having willing learners at voluntary courses than from forcing young people to attend.

#### *The colleges*

71. A number of bodies submitted evidence about the part to be played and the problems to be faced by the education service. Heavy increases in the demand for further education, they pointed out, would bring serious problems of accommodation and staffing.

72. It was recognised that while there was an acute shortage of accommodation in many areas, there was slack in other areas which could be taken up. But it was argued that in the country as a whole, attempts to increase the volume of day release could not succeed unless the necessary resources were made available by the Government and the local education

authorities, and additional teachers of the right quality were obtained in sufficient number.

73. Much other evidence also referred to problems of accommodation and staff. It was stressed that existing accommodation should be used with the maximum efficiency. Some bodies suggested that the shortage of teachers might be partly met by the release of suitable personnel from industry, either part-time or full-time.

74. There was a widespread emphasis on the vital importance of the quality of the teaching. Some improvisation in teaching space might be acceptable, it was suggested, until purpose-built accommodation was available; but the teaching itself must at all times be of the highest standard.

#### *Measures to encourage day release*

75. There was considerable support for the view that in general the provision of day release should be based on local circumstances. Courses should meet the needs of local firms and the pattern of employment in the area.

76. One organisation proposed that a careful study should be made of conditions and possibilities in particular areas by local committees for the promotion of day release. An intensive campaign, organised both locally and nationally, was also proposed. In this the local education authorities and the colleges would be the main agents, acting with the full co-operation of employers, trade unions, and other bodies concerned.

77. Several organisations stressed that special efforts should be made to increase day release for girls, which was lagging far behind that for boys.

78. Attention was also drawn to the limited development of day release for young employees on the clerical and distribution sides of industry compared with the manufacturing side. It was suggested that the paucity of day release for business studies might in the past have been due to the lack of a comprehensive pattern of suitable courses. If so, it was suggested, the picture should now begin to change with the introduction of new courses in business studies and office studies.

79. Some of our evidence drew attention to the difficulties of finance and organisation which schemes involving day release presented to employers. It was suggested that a national standard disciplinary code might be introduced to safeguard employers' interests. This would make colleges responsible for reporting regularly to employers on the academic achievements as well as the behaviour of students.

80. Other proposals included the suggestion that more vigorous attempts should be made by national organisations to ensure that their policies were understood and acted upon at local levels; that local joint apprenticeship committees should be strengthened; that employers should be encouraged to visit the colleges; and that efforts should be made to impress on employers that day release was a sound investment, and an aid to the recruitment of staff of good quality.

81. More than one body emphasised the influence of foremen and supervisory staff, and the value of measures to ensure an understanding and co-operative attitude in these key people.

82. In preparation for a major extension of day release it was proposed that the possibility should be examined of registering all young people under 18 in their place of work. It was also suggested that since at present there appears to be no comprehensive knowledge of the extent and content of training and education carried on by industry itself, an enquiry should be undertaken in that field. These together would provide valuable information, it was suggested, and indicate the scope, location and needs for the rapid development of day release. Such exercises would doubtless involve the youth employment service.

83. Several bodies urged that the youth employment service should be strengthened. The youth employment officer, it was stressed, should be concerned not only with vocational guidance and with providing better information to pupils at schools. He had an important role also in helping to persuade employers of the value of day release.

*Type and extent of release*

84. It was urged that release should not be thought of only in terms of one day a week. Release for part of the day only, or for courses lasting only part of the year, had already been successful in agricultural areas, and had obvious possibilities for developing day release for girls. Such courses could be valuable both in themselves and as an introduction to more ambitious arrangements. In some cases block release or even sandwich courses might be more appropriate than day release. Varying methods should be tried out according to local and regional circumstances after close consultation between the colleges and industry.

85. It was also important that day release should not be terminated, without regard to the course of training or education involved, solely because a student reached his eighteenth birthday, or other arbitrary age.

## CHAPTER VI

### The target

#### *The need for an expansion of day release*

86. It will help to put our recommendations in perspective if at the outset of this chapter we draw attention to two sets of figures. First, the basic facts about day release, published in the Ministry's statistics. In 1962/3 the number of boys granted day release was 209,000 (30 per cent of the number insured) and of girls was 52,000 (7 per cent of the number insured). Second, an enquiry specially undertaken at our request (see paragraphs 135 to 141) showed that among young people not receiving day release, some 59,000 boys and 92,000 girls were voluntarily attending evening-only vocational courses. In the light of this information, we consider that the target we propose below (paragraph 90) is a realistic and indeed a minimum aim.

87. It is vitally important for the future well-being of the nation and for our industrial prosperity that the proportion receiving day release should be rapidly increased. Far greater numbers of those young persons who do not continue in full-time education must have an opportunity of broadening their knowledge, raising their level of attainment, and contributing their full share both to the technological advances which are now taking place and to the whole life of the community.

88. We considered two main questions. First, what should be our target, bearing in mind the limitations of our terms of reference. Second, how might this target be achieved.

89. In this chapter we set our target, and outline the calculations on the basis of which we consider it to be practicable. In the following chapter we turn to the measures by which we believe the target can be reached.

#### **90. Recommendation I**

*We recommend that for the year 1969/70, a national target should be set of at least an additional 250,000 boys and girls obtaining release from employment for further education. Our aim involves an average increase of the order of 50,000 a year during the next five years. It results in roughly doubling the present numbers.*

#### *The logistics of our proposal*

91. We have attempted to assess the probable demands on accommodation and teaching staff which would be involved and, taking account of the extent to which students could be absorbed within existing facilities, to arrive at a broad impression of the additional resources which it would be necessary to provide.

*Accommodation*

92. In general, colleges must cater for a wide range of students, part-time and full-time, following courses at various levels. Facilities must be planned and put to use with a view to the most efficient and economical employment of the accommodation and staff in relation to the demands made upon the college as a whole. An increase in the numbers of day release students would be one factor among others in determining whether an authority thought the time had come when new building was essential.

93. The most recently announced further education building programme (excluding the colleges of advanced technology) amounted to £24m. for 1965/6. We understand that this takes into account the likelihood that demand will continue to grow for day release, but does not—since this is not at present possible—fully anticipate the effect of the Industrial Training Bill. We must assume that, if our recommendations are to be implemented, building programmes will be increased so far as necessary to take account of the additional demand thereby created.

94. Although in practice expenditure on our proposals could not be isolated as a separate item, we nevertheless think it proper to attempt to form some estimate of the cost involved.

95. It is difficult to estimate the extent to which the theoretical maximum should be discounted to take account of accommodation which is already available or could be made available without new building. Any estimate could, moreover, be seriously out-of-date by the time the Committee's proposals were fully effective. The position is changing as buildings already authorized come into use, and meanwhile the demand will continue to grow. But there is little doubt in view of the growth in demand that ultimately all, or virtually all, the increase in student numbers involved in our recommendations would result in additional buildings sooner or later.

96. The simplest way of assessing the demands on accommodation is probably to calculate the money cost of providing new places for the full-time equivalent of the part-time day release students. In theory the full-time equivalent of part-time day students attending college on one day a week appears to be one-fifth of the number of those students. But experience has shown that it is impossible to spread the student load evenly over the week. It is therefore appropriate for practical purposes to take the ratio of one to four rather than of one to five.

97. On this basis, if 250,000 more day release students are to be accommodated, provision will need to be made for the equivalent of 62,500 full-time students. If block release or sandwich courses were widely introduced, the logistical implications would be different. At present the provision of courses of these types for students of the under-18 age group is on a small scale. We are not in a position to forecast the development of such courses, and for the purpose of our calculation we have assumed that the additional students will be on day release.

98. The cost of building new colleges or premises catering mainly or solely for day release students under 18 would vary with local factors. Enquiries suggest that on current costs for building (excluding, as do the annual building programmes, cost of sites, professional fees, furniture and equipment) it would be reasonable to take as a guide a figure of £600 per place. On this basis, expenditure on building for 62,500 full-time students might in due course reach a total of £40 million at current costs. The total investment cost including sites, fees, furniture and equipment might be something approaching £60 million. As indicated in paragraph 93, these are not net figures of investment needed in addition to building programmes already announced: they are simply costing figures. A contribution to the building required would in any case be made by the building programmes which have already been announced, and by programmes which might reasonably be expected to follow.

#### *Teachers*

99. For reasons explained above in relation to accommodation (paragraph 92), any calculation of the additional teacher force required for the expansion of day release must be on a theoretical overall basis. In practice the teaching resources of a college would be deployed in the way that made the best use of the staff in the interests of the college as a whole. Nevertheless in the broad national picture the additional demands for teachers will be roughly proportionate to the additional number of students

100. There are difficulties in making an estimate of the additional teachers required. The number of hours in the courses varies. Day release students in general attend for a longer day than full-time students, and in some cases evening classes as well are involved. Allowance must be made for the difference between a teacher's 'class-contact hours' and his total working week. We reached the conclusion on the best estimates we could make that 250,000 day release students would be likely to need rather more than 5,000 additional teachers.

101. In some cases more students could be included in classes which are at present undersized. Owing to difficulties of organisation, some undersized classes will no doubt continue to be inevitable, but the doubling of the numbers of day release students may enable the proportion of such classes to be somewhat reduced. We have not been able to determine with any precision what allowance should be made for the more economical use of teachers as a result of an increased proportion of full sized classes, but no significant reduction can readily be justified and we have therefore assumed a round figure of 5,000. Some of the additional load would no doubt be carried by part-time teachers, but since the majority of part-time teachers are available only in the evenings, it is likely that the need for full-time staff would fall not far short of 5,000.

102. If it is assumed that the expansion will take place over roughly five years, an average net additional recruitment for this purpose of some 1,000 full-time teachers a year will be required. For comparison it may be noted that the total further education full-time teaching force numbers about

25,000. Gross recruitment (including the colleges of advanced technology) in 1961/62 was 3,853, a net increase over the previous year's teaching force of 2,701.

103. We have not thought it within our competence to consider in detail how this recruitment might be carried out, but in making our recommendations, we have taken into account the extent to which colleges draw upon sources—notably in industry and commerce—which do not conflict with the needs of the schools. The experience of recent recruitment in a number of colleges suggests that more than half the full-time staff recruited from outside the further education system were drawn from industry or commerce.

#### *Recurring expenditure*

104. For the purposes of our calculation the cost of a part-time day student including loan charges is taken as being in the region of £50 a year. If this basis is accepted, the recurring expenditure on an additional 250,000 day release students would be of the order of rather more than £12m. a year at current costs after the assumed expansion is achieved.

#### *Summary*

105. To sum up the conclusions reached in paragraphs 91 to 104 on the logistics of our proposal, we estimate that the target of 250,000 additional day release students by 1969/70 involves:

#### *Capital costs*

Expenditure on building reaching in due course £40 million at current costs (a total investment cost, including sites, professional fees, furniture and equipment, approaching £60 million). As explained in paragraph 98, these are costing figures, not figures of net extra investment.

#### *Teachers*

Some 5,000 additional full-time teachers in post by the time the expansion is achieved.

#### *Recurring expenditure*

Eventual recurring expenditure, including loan charges, of the order of £12 million a year.

106. In our view this is well within the limit of the practicable to which our terms of reference relate, and we are confident that the employment of resources on this scale will be fully justified.

## CHAPTER VII

### Measures to achieve the target

#### *The Industrial Training Boards*

107. The provisions of the Industrial Training Bill, which was introduced after we began our work, will be of major assistance to our objective of achieving a widespread increase in release. The Industrial Training Boards which are to be set up will be under a statutory obligation to make recommendations with regard to the further education to be pursued in association with the industrial training they recommend.

108. There will be a financial incentive to employers to ensure that their employees are trained, and attend courses of further education, in accordance with the recommendations of the Boards. In this connection, we are glad to note the statement by the Parliamentary Secretary to the Ministry of Education in Committee in the House of Commons that '... it would be within the power of a Board to make it a condition of approval of a scheme that there should be day or block release and that if arrangements were not made in that respect grants would not be paid.' The point was also made in the Lords by Lord Blakenham who added 'although the Boards will not be able to make day release compulsory, they will none the less be in a position to provide a powerful and, I think, effective incentive to firms to release their young people for courses of further education'.

109. We hope that Industrial Training Boards will take due note of the power they will have to write into their recommendations a requirement for day or block release as a condition for grant to a firm.

#### **110. Recommendation II**

*We recommend that all Industrial Training Boards in drawing up their recommendations for training and associated further education should pay the greatest attention to release from employment for further education, which in appropriate cases should become a requirement.*

#### *The local education authorities and the day release campaign*

111. While we attach great importance to the work of the Industrial Training Boards, we are convinced that other and more immediate steps must be taken in the development of day release. For one thing, it is bound to take a considerable time before Boards can be set up and can introduce schemes for a wide variety of industries and trades in the national economy. And for another, we are conscious that boys and girls in occupations which offer little scope for specifically vocational education have claims, which we are anxious should not be overlooked.

112. Our recommendations are so framed that they should be complementary to and consistent with developments under the industrial training proposals, but not dependent upon them.

113. Consideration of a right to release for all young people was ruled out by the circumstances in which the Committee was set up. We have examined the possibility of recommending compulsion or a right to release on a selective basis such as by areas or by age groups. There are inherent difficulties or inequities in these proposals, and, in addition, measures of this sort, which would require legislation, seem inappropriate in the context of the industry-by-industry approach of the industrial training legislation which was passing through Parliament while we were deliberating.

114. We believe that a substantial expansion of day release can be secured by voluntary means through the co-operation of employers, trade unions and local education authorities with the active support of the Government. The Government must ensure that the necessary resources will be made available. But in our view the spearhead of voluntary development must be at the local level.

115. We envisage a sustained campaign by each local education authority, with the active support of employers and trade unions, directed at achieving local targets. We would regard it as appropriate that the operation should at national level be under the general aegis of the National Advisory Council on Education for Industry and Commerce, on which both sides of industry and the education service are represented. Regional consultation and co-ordination will be necessary, and the Regional Advisory Councils may have a valuable contribution to make.

116. The exact form of local organisation best suited to the task may vary according to circumstances. In some cases the existing machinery of the local education authority may already be adequate for the task. In other cases it may be appropriate to form an *ad hoc* committee including representatives of, for example, the employers, the trade unions, the youth employment service, the local education authorities and the colleges.

117. Many colleges of further education already have formal links with industry and commerce through their governing bodies and advisory committees, and in addition all have many informal contacts. In our opinion, whether there is an *ad hoc* committee, or whether the local education authority acts through existing machinery, the "point of sale" is the college at which the day release courses are held.

118. It is realised that colleges have undertaken a variety of activities designed to spread as widely as possible information about the facilities which they have to offer. We envisage that they will continue and intensify measures to bring home by all possible means the advantages which employers may obtain by making use of these opportunities.

119. Without anticipating the recommendations of the sub-committee of the National Advisory Council on Education for Industry and Commerce mentioned in paragraph 48, we have in mind that the measures should cover the whole range of public relations activities. These might include special meetings between the college staff and employers and trade union leaders; visits by individual teachers to firms; visits to the college by local employers and local foremen and supervisors; open days at the college;

addresses on appropriate occasions by the Principal and senior members of the staff to local business men and others; and continuous attention to press, radio and television coverage of items concerning further education. The provision of suitable literature, including attractively produced college prospectuses, would also have an important part to play.

120. The fundamental means of increasing day release would thus be through the active efforts of the colleges and of industry and commerce to establish the closest possible liaison. It is normally expected that this liaison should be maintained through the Principal and Heads of Departments. But some colleges have to deal with a very great number of firms. There is no effective substitute for personal contact, but the attempt to achieve this imposes an extremely heavy burden upon the senior staffs of the colleges.

121. There are various ways of assisting closer liaison between the colleges and industry and commerce. One way is a more generous teaching establishment, which enables each member to devote more of his time to liaison work. This would of course increase the number of additional teachers required. It would be difficult to quantify, and our logistical calculations (paragraphs 99 to 103) do not take account of increases in establishment for this purpose, because there are a number of different ways of achieving the objective of closer liaison.

122. Among the different methods of achieving the objective, we wish to commend the idea of a specially appointed member of a college staff to act as liaison officer, not necessarily full-time. His main function would be to meet employers singly or in groups to discuss questions of education and training in general, and the opportunities in the college. He would also act as a direct link with the Principal, Heads of Departments and specialised staff of the college. It seems to us that the concept of a college-industry liaison officer has considerable attractions not only in relation to day release, but in the whole field of relationships between the college and industry.

123. The youth employment service can also be of help, especially where the youth employment office forms part of the college buildings. In many cases the youth employment officer will already have had contact with the young people and the employers; on the other hand, a youth employment officer may have to deal with a number of colleges.

124. We stress that whatever method or methods are adopted, it is of great importance that they should not involve a reduction in the existing contact between the staff and industry.

125. In order to maintain the impetus of the campaign in each locality and to assess its progress, there should be an annual review area by area. We suggest that, after any regional co-ordination that may be appropriate, an annual report should be submitted through the National Advisory Council on Education for Industry and Commerce to the Minister of Education. This report should receive the fullest publicity and would in itself be a useful instrument in furthering the aim of expanding the volume of release.

126. We have outlined in paragraphs 111 to 125 the nature of the campaign

we propose, and the key role we envisage for the local education authorities and the colleges. The proposal is summed up in the following recommendation.

### 127. Recommendation III

*We recommend that each local education authority should with full industrial co-operation set a local target related on the one hand to local circumstances and on the other to the national target and should make every effort by a sustained public relations campaign, by interviewing employers, and by other means, to achieve the required expansion.*

#### *Provision of resources*

128. While recognising that the provision for day release students will not necessarily be separately identifiable from the expansion of the colleges for the purposes of further education as a whole, we have set out in paragraphs 91 to 106 our estimates of the accommodation and teaching staff involved in implementing our proposals.

### 129. Recommendation IV

*We recommend that the necessary provision for the additional accommodation required should be authorised by the Ministry of Education and made by the local education authorities; the Ministry and the authorities should take steps in good time to ensure that the additional teachers can be recruited as the need develops.*

#### *Priorities*

130. Within our target for the development of day release as a whole, we have sought to establish certain priorities in order to give guidance upon the fields in which we consider efforts should be concentrated.

### 131. Recommendation V

*We recommend that efforts should be concentrated in the first place upon young people who are being trained in occupations requiring knowledge and skills with which courses of further education are associated.*

132. In making this recommendation, we have borne in mind that day release for this group has a direct effect on increasing productivity, and thus strengthens the national economy. It is in relation to this group that, initially at any rate, the measures taken by the Industrial Training Boards will have the greatest effect. We have taken also into account another factor: that day release for these young people is in general readily accepted as worthwhile by most employers and employees.

133. We were strongly influenced by the crucial question of teacher supply. The schools are in urgent need of more teachers. The needs of the colleges and the schools overlap to a considerable extent in regard to teachers of general subjects such as mathematics and English. But for subjects of a more specifically vocational nature, as we pointed out in paragraph 103,

the colleges can draw for their recruitment upon sources in industry and commerce, and are competing to a much smaller degree with the schools.

134. There already exist a number of nationally agreed schemes in occupations which require technical knowledge and vocational skill, and in which day release is either made a requirement or recommended. We have been told, however, that these recommendations are not invariably implemented by local employers. This is a field where enquiry and immediate action where necessary should be initiated by the bodies responsible for the schemes.

#### *Evening-only vocational students*

135. We have given above our reasons for recommending that efforts should be concentrated in the first place upon young people being trained in occupations requiring knowledge and skills with which courses of further education are associated. Among these there is one category on whose behalf a special effort should now be made. These are the boys and girls who, though unable to obtain day release, have demonstrated their interest and their initiative by attending classes voluntarily in the evening or indeed by taking correspondence courses.

136. As no precise information about these young people was available, the Ministry of Education's Statistics Branch at our request undertook an enquiry on a sample basis about evening students in maintained institutions. Details of the method of procedure and a summary of results are set out in Appendix D to this report.

137. From this enquiry we learned that some 362,000 young people under 18 (172,000 boys and 190,000 girls) are following evening-only courses. Of these 362,000, about 184,000 are non-vocational; and among the 178,000 vocational, a small number (27,000) are in full-time education at school or at a different further education establishment. Leaving these aside, about 121,000 (51,000 boys and 70,000 girls) are on courses that are vocational in terms of the student's present job, and a further 30,000 (8,000 boys and 22,000 girls) are on courses that are vocational and undertaken with change of occupation as their aim.

138. It is noteworthy that among the 151,000 students following vocational evening-only courses, girls are in a substantial majority (92,000 girls to 59,000 boys). It is assumed that the preponderance of girls may be due to the relative unreadiness of employers to grant day release to girls as compared with boys.

139. The students on vocational courses include not only boys and girls seeking to acquire technical knowledge and vocational skills for factory and office, but also others studying to secure advancement in occupations where general educational qualifications are required.

140. In the following recommendation we propose that the cases of boys and girls following evening-only vocational courses should be taken up individually with employers. The information needed for taking similar action in respect of young people attending independent establishments of further education, or taking correspondence courses, would not be avail-

able to local education authorities, but we hope that every effort will be made through publicity and otherwise to persuade employers to give them parallel treatment.

#### 141. Recommendation VI

*We recommend that in the case of boys and girls who have shown themselves clearly anxious to take advantage of further education facilities by pursuing evening-only vocational classes, a specific approach should be made to the employer to urge him to allow day release.*

##### *Day release for general education*

142. As we stressed in paragraph 10, our ultimate objectives are directed to the needs of all young people. In placing first priority upon those who are training for occupations requiring technical knowledge and vocational skill, we do not wish to draw any hard and fast line between the vocational and the non-vocational, in so far as the ultimate object of general release is concerned.

143. Valuable work has been done in courses for boys and girls who receive little education or training through their employment, and do not require specifically vocational education. We welcome the systematic development of experience of such courses, to which we drew attention in paragraphs 36 to 40 of our report, and we hope that increasing numbers of colleges will provide courses of this nature. Accordingly, in conjunction with recommendations V and VI, we make the following recommendation.

#### 144. Recommendation VII

*We recommend that the Ministry of Education and the local education authorities should encourage development work in relation to courses for boys and girls who receive little education or training through their employment, and do not require specifically vocational education.*

##### *Public authorities*

145. The example which public authorities can set to other employers in their day release practice is of great importance. The practice of authorities varies, and though in some cases very good, ought in other cases to be improved.

#### 146. Recommendation VIII

*We recommend that all public authorities, national and local, should give a clear lead in the granting of day release.*

##### *Age of student*

147. Our terms of reference do not extend to young people over the age of 18. We are anxious however that nothing we say should be taken to imply that release ceases to be necessary or appropriate solely because a boy or girl attains a certain age.

148. **Recommendation IX**

*We recommend that release should not be terminated during a course of further education solely because a boy or girl attains a certain age.*

*Evening study*

149. We consider that day release classes should be supported by a reasonable amount of study in the student's own time. This should not be so heavy as to preclude the boy or girl from taking a proper share in physical recreation and social activities. In some courses followed by day release students, the broadening of the syllabus as a result of the recommendations in the 1961 White Paper\* necessitates more hours than two sessions a week will provide. In such cases the additional study, or some of it, could appropriately take the form of attendance at an evening class.

150. Some employers hold the view that day release students should in any case attend a class on at least one evening a week; it is argued that the day release student should be prepared to devote some of his own time as well as his employer's to attendance at college. While we entirely endorse the need for serious study by the student in his own time, we do not take the view that this should necessarily entail evening attendance at college unless the course of further education requires it.

151. **Recommendation X**

*We recommend that evening study on one or more evenings a week, coupled with day release, should be encouraged; but attendance at evening classes should not be made a condition of day release where this is not essential to the completion of the course of studies in question.*

*Day release for girls*

152. We have noted with concern that, with a few important exceptions, the proportion of girls in industry and commerce allowed day release is substantially smaller than the proportion of boys. It has been suggested to us that this is because, in general, girls are not likely to make a career in industry or commerce and therefore have little need of training and education.

153. We find this view unacceptable and are supported by the fact that many girls are conscious of a need for training and education, as is shown by the thousands who voluntarily attend vocational evening classes. We pointed out in paragraph 138 that 92,000 girls follow such courses.

154. The scope for development of day release for girls may be limited to some extent by the priorities we have indicated. While this may be true at present, there are many occupations for which girls can and should be specially trained and given further education.

155. The Carr Report† drew attention to two fields in particular. The first, for a girl of above-average educational attainment, at the technician level

\**Better Opportunities in Technical Education* Cmnd. 1254 H.M.S.O. 1s. 6d.

†*Training for Skill* H.M.S.O. (1958) (Out of print).

and in such operations as sales planning, market research and work study; the second in those jobs traditionally regarded as women's occupations. The wool, cotton, and boot and shoe industries were quoted as examples of industries which have made considerable progress in introducing training of this kind.

156. We think it imperative that employers should regard it as part of their responsibilities to give careful consideration to the educational needs of all young people in their employment. Each individual firm must maintain complete and up-to-date records of its young employees, with special reference to their further education. The list should be reviewed regularly, and every effort made, in co-operation with the local education authority, to ensure that the greatest possible number of young people are receiving further education through some form of release from employment. In addition, the records should form the basis for a regular review of the educational progress of those attending courses of further education.

#### 157. Recommendation XI

*We recommend that employers should devote practical attention to the further education needs not only of those to whom priority must be given, but of all their young employees, girls no less than boys. This would be in the interests both of the young people and of the employers themselves.*

#### *Statistics*

158. We have felt handicapped by the lack of statistical information on some aspects of our enquiry, such as the number of boys and girls receiving day release who are in the various occupations within each industrial category, and the number receiving further education in establishments maintained by their firms. Fuller statistics seem to us essential to the planned development of day release on the lines suggested in this report. No doubt the Industrial Training Boards will be collecting full statistics about their own industries, but there will still be large gaps.

#### 159. Recommendation XII

*We recommend that the Ministry of Education and the Ministry of Labour should consider what additional statistical information is needed in order to assist in planning the development of day release, and should take appropriate measures.*

#### *The need for action*

160. The extent to which our recommendations are effective will not depend on the degree of support they receive in principle. It will depend on whether they are acted upon in practice at local level by employers, trade unions, education authorities and colleges, and are supported in terms of finance and resources by the Government. We appeal for the interest and active assistance of every individual who is in a position to further this work in his personal, official or industrial capacity. The task is of immediate national importance.

March, 1964.

## Acknowledgments

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### 1. *Organisations*

Association of British Chambers of Commerce  
Association of Education Committees  
Association of Municipal Corporations  
Association of Teachers in Technical Institutions  
Association of Technical Institutions and Association of Principals of Technical Institutions  
British Employers' Confederation  
Chartered Insurance Institute  
Civil Service Council for Further Education  
Co-operative Union Limited  
County Councils Association  
Engineering Industries Group Apprenticeship  
Fabian Society  
Federation of British Industries  
Institution of Production Engineers  
Institute of Youth Employment Officers  
London County Council  
National Association of British Manufacturers  
National and Local Government Officers Association  
National Farmers' Union  
National Federation of Professional Workers  
National Union of Journalists  
Nationalised Industries  
Post Office Engineering Union  
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Workers' Educational Association  
Yorkshire Educational Association for the Building Industry  
Young Christian Workers  
Youth Employment Bureau, Aylesbury

### 2. *Individuals*

Mr. P. J. Barlow  
Mr. M. E. D. Biggs  
Mr. W. J. Griffiths  
Mr. J. Heywood  
Miss Monica W. Le Mare  
Mr. G. S. Rhoden  
Mr. G. H. Tweddell.

## APPENDIX A

## DAY RELEASE TRENDS SINCE 1956

Table 1(a). Education of boys aged 15-17 (as at January 1st of each year, the preceding autumn in the case of further education): Time Series.  
(thousands)

Year		1956/57	1957/58	1958/59	1959/60	1960/61	1961/62	1962/63
Day release	No. (1)	148.7	145.3	143.4	147.3	165.6	199.6	209.4
	%	17.72	16.93	15.86	14.94	16.54	18.64	18.30
Other part-time day	No. (2)	1.0	1.0	2.7	3.9	2.6	4.1	5.7
	%	0.12	0.12	0.30	0.40	0.26	0.38	0.50
At school	No.	181.1	200.7	225.3	256.1	255.7	294.3	340.7
	%	21.58	23.39	24.92	25.97	25.54	27.48	29.78
Full-time and Sandwich further education	No.	11.8	13.9	17.9	21.1	23.2	27.6	33.1
	%	1.41	1.62	1.98	2.14	2.32	2.58	2.89
Remainder*	No. (3)	496.4	497.1	514.7	557.6	553.9	545.3	555.1
	%	59.17	57.94	56.94	56.55	55.34	50.92	48.52
Total in age group (No.)		839	858	904	986	1,001	1,071	1,144
(1) + (2)		24.18	22.74	22.11	21.33	23.29	27.20	27.93
(1) + (2) + (3)								

\* This represents those boys aged 15-17 who received no daytime education.

† This represents the percentage of boys aged 15-17 who, being eligible (i.e. not in receipt of full-time education in any form) received part-time education in the daytime.

Table 1(b). Education of girls aged 15-17 (as at January 1st of each year, the preceding autumn in the case of further education): Time Series.  
(thousands)

Year		1956/57	1957/58	1958/59	1959/60	1960/61	1961/62	1962/63
Day release	No. (1)	36.1	37.0	38.3	38.9	41.6	50.6	52.0
	%	4.43	4.47	4.42	4.12	4.34	4.93	4.77
Other part-time day	No. (2)	4.0	4.0	5.6	4.4	3.0	5.0	5.8
	%	0.49	0.48	0.65	0.47	0.31	0.49	0.53
At school	No.	161.7	177.7	195.7	222.9	222.5	255.2	293.9
	%	19.84	21.49	22.57	23.61	23.20	24.87	26.94
Full-time and sandwich further education	No.	21.1	23.8	28.3	32.3	33.9	38.2	45.0
	%	2.59	2.88	3.26	3.42	3.53	3.72	4.12
Remainder*	No. (3)	592.1	584.5	599.1	645.5	658.0	677.0	694.3
	%	72.65	70.68	69.10	68.38	68.62	65.98	63.64
Total in age group (No.)		815	827	867	944	959	1,026	1,091
(1) + (2)		6.34	6.55	6.83	6.29	6.35	7.59	7.69
(1) + (2) + (3)								

\* This represents those girls aged 15-17 who received no daytime education.

† This represents the percentage of girls aged 15-17 who, being eligible (i.e. not in receipt of full-time education in any form) received part-time education in the daytime.

Table 2(a). Education of men aged 18-20 (as at January 1st of each year, the preceding autumn in the case of further education): Time Series.  
(thousands)

Year	1956/57	1957/58	1958/59	1959/60	1960/61	1961/62	1962/63
Day release	No. (1)	119.3	129.5	132.1	133.4	140.9	148.0
	%	13.82	14.87	15.40	15.86	16.27	16.09
Other part-time day	No. (2)	—	—	—	1.6	0.8	2.1
	%	—	—	—	0.19	0.09	0.23
At school	No.	13.8	14.7	15.4	15.1	17.5	19.4
	%	1.60	1.69	1.79	1.80	2.02	2.11
At university	No.	27.5	29.8	31.4	31.8	32.3	34.1
	%	3.19	3.42	3.66	3.78	3.73	3.71
At teacher training colleges	No.	2.7*	3.1*	3.6*	4.2	4.7	5.4
	%	0.31	0.36	0.42	0.50	0.54	0.58
Full-time and sandwich further education	No.	9.2	11.6	14.2	15.0	16.8	19.0
	%	1.07	1.33	1.66	1.78	1.94	2.07
Remainder†	No. (3)	690.5	682.3	661.3	639.9	653.0	692.0
	%	80.01	78.33	77.07	76.09	75.41	75.21
Total in age group (No.)		863	871	858	841	866	920
(1) + (2) (%)‡		14.73	15.95	16.65	17.42	17.83	17.82
(1) + (2) + (3)							18.63

† This represents those men aged 18-20 who received no daytime education.

‡ This represents the percentage of men aged 18-20 who, being eligible (i.e. not in receipt of full-time education in any form) received part-time education in the daytime.

\*Estimated—means nil.

Table 2(b). Education of women aged 18-20 (as at January 1st of each year, the preceding autumn in the case of further education): Time Series. (thousands)

Year		1956/57	1957/58	1958/59	1959/60	1960/61	1961/62	1962/63
Day release	No. (1)	12.6	13.2	12.7	12.9	14.6	13.7	16.5
	%	1.48	1.54	1.51	1.56	1.72	1.53	1.71
Other part-time day	No. (2)	3.4	3.3	4.0	2.3	2.4	3.4	3.5
	%	0.40	0.39	0.48	0.28	0.28	0.38	0.36
At school	No.	6.7	7.3	7.0	7.1	8.6	9.6	11.1
	%	0.79	0.85	0.83	0.86	1.01	1.07	1.15
At university	No.	11.4	12.0	12.3	12.5	13.2	14.9	16.2*
	%	1.34	1.40	1.46	1.51	1.55	1.66	1.68
At teacher training colleges	No.	14.1*	14.6*	15.2*	16.0	16.6	20.0	26.0
	%	1.65	1.71	1.81	1.94	1.95	2.23	2.69
Full-time and sandwich further education	No.	6.5	6.8	7.2	8.0	9.0	9.6	12.3
	%	0.76	0.80	0.86	0.97	1.06	1.07	1.27
Remainder†	No. (3)	797.3	797.8	782.6	767.2	786.6	824.8	881.4
	%	93.58	93.31	93.05	92.88	92.43	92.05	91.15
Total in age group (No.)		852	855	841	826	851	896	967
(1) + (2) (%)‡		1.97	2.03	2.09	1.94	2.12	2.03	2.22

† This represents those women aged 18-20 who received no daytime education.

‡ This represents the percentage of women aged 18-20 who, being eligible (i.e. not in receipt of full-time education in any form) received part-time education in the daytime.

\* Estimated.

## Developments in courses for students requiring little specifically vocational education

1. Not all young people are in occupations which offer scope for specifically vocational education, and in paragraphs 36 to 40 of their Report the Committee recognise that valuable work has been done by some colleges in providing courses for those who are not.
2. In 1962 the Ministry of Education invited a number of local education authorities with experience of this work to develop such courses systematically at selected colleges, in co-operation with local firms. At a conference of representatives of colleges and authorities concerned, arrangements were made for evaluating developments by common standards and for exchanging assessments between colleges. A further conference, held in November, 1963, reviewed progress in the first year. Before this second conference assessments of their courses had been received from 27 colleges in the areas of eight local education authorities in different parts of the country.
3. Some notes summarising the main points arising from these assessments may be of interest. It should be stressed that these courses are still at a somewhat experimental stage, and that most of the authorities concerned consider that further experiment will be valuable. Courses at most of the London colleges have been developed over a longer period.

### *Relationship between employers and colleges*

4. On the whole, there was a fairly wide range of employers releasing young workers for these courses, although several colleges found difficulty in gaining the support of small firms. Almost everywhere Government departments were prominent, though by no means the only employers interested. There were some instances of good and continuing liaison between colleges and firms—usually the larger organisations. One instance was the liaison between a college in South Wales and one of the major steel companies.
5. It was generally felt that personal contact was by far the best means of interesting employers, although this frequently entailed considerable initiative on the part of the college. One northern county authority invited representatives from local firms to a function, at which the main ideas were outlined by the chief education officer and the respective principals; a college in a large northern city had circularised 280 companies, and those that expressed interest received a personal visit from a college representative.
6. In many cases the colleges worked in co-operation with the local youth employment office.

7. Many colleges found that not only did some firms have views on the content of the curriculum, but they also wished to participate directly in formulating schemes. Several colleges made a point of inviting the views of employers. In addition to advisory committees on which employers served, one authority established working parties with employer members to devise a broad curriculum, and a Midlands college invited representatives of local managements to visit classes. A number of colleges held open days. Reports were issued to employers indicating the students' progress and sometimes commenting on the students' attitude. The colleges endeavoured, often with success, to encourage the firms to play an active role in developing these courses.

#### *The students*

8. The range of intellectual ability varied widely. Some came from grammar schools but the majority from secondary modern schools, often from the middle or lower streams. At one college, for instance, only eight of the last 200 admissions came from grammar or independent schools.

9. The attitude of the majority of students was generally found to be co-operative, and they were often reluctant to leave at 18; frequently their attitude depended upon that of employers or supervisors, particularly immediate supervisors.

10. Students' motives varied. For some, day release provided a break from the monotony of routine work or, on the other hand, the opportunity to engage in some creative activity; it sometimes awakened interest in social or current problems, or stimulated thought on matters by which they would be closely affected. It afforded the chance of a continued education and the consequent possibility of promotion either in their present or in another firm. Some wished to take examinations following the course and, generally speaking, the students liked to see some relevance between the course and current or future employment.

#### *The colleges*

11. The colleges developing this type of course were generally engaged in non-advanced work; a very few concentrated on non-vocational work. The students were normally integrated as far as possible into the general life of the college with access to the various amenities. Few staff devoted all their time to these courses, although some specialised in them.

#### *Organisation and scope of work*

12. Beyond a common concern that the general education of students should be improved, the approach of the colleges varied considerably. Many placed stress on developing the personality of students as far as they could; others felt it important to assist students in examinations related, if loosely, to their employment and to help them develop their wage-earning capacity. In practice courses were balanced between academic, cultural, practical and physical activities.

13. The subjects offered depended to some extent upon the wishes of the employer: often English and arithmetic and sometimes social studies

were compulsory. Beyond this the range was wide where staffing and accommodation permitted. One college in the south of England included music and movement and speech training; another in the north offered first aid, film appreciation and photography. Others ran courses in drama, motor car maintenance, pottery and dress-making, and entered students for the Duke of Edinburgh's award scheme. Courses were aimed at helping students to live a fuller life and were directed towards leisure as well as employment.

14. In one college, block release had been introduced for these courses; another college had arranged a one-week residential course in the Lake District and organised Youth Hostels Association parties. Other colleges were considering similar activities.

#### *Methods of work*

15. Regular use was generally made of discussion technique and several colleges had explored the advantages of a tutorial system. The library was often regarded as being particularly useful. Many colleges also experimented in particular methods such as outside visits, specialist speakers, television and film shows. In at least one college students were allowed to follow a line of study or project on their own, and another was proposing to experiment with the language laboratory to improve students' command of English.

16. There were various approaches to making an assessment of the students' progress, from class testing and terminal examinations to informal assessments of attitude to work and to fellow-students.

17. Close links were often encouraged and maintained with local youth organisations.

#### *General assessments*

18. Most colleges recognised the need for further experience, but felt satisfied that the courses were proving a worthwhile experiment; they considered that the courses either had achieved or would achieve the purpose for which they were intended, and that they should continue to be developed. Several colleges commented on the increase in the maturity of students, on their increased confidence and on improvements in their attitude to society, and to their work.

19. A number of colleges considered the lack of interest of many employers to be a continuing weakness, and thought this problem sometimes particularly acute in the case of girls. It was stressed that future development would depend essentially on the extent to which employers would agree to release employees for courses of this kind.

## APPENDIX D

# Survey of evening-only students aged under 18 in grant-aided establishments of further education

### NOTE BY THE STATISTICS BRANCH OF THE MINISTRY OF EDUCATION

#### 1. *The purpose of the survey*

The purpose of the survey was to assess how many of the 15-17 year old students attending further education establishments in the evening only were taking courses for 'vocational' reasons and how many for non-vocational or recreational reasons. A further aim was to assess how many of these students attending courses for vocational reasons were doing so to improve their prospects or performance in their present occupations and how many to enable them to change to another occupation. The survey was on a sample basis and it referred to November, 1963.

#### 2. *The statistical returns*

Questionnaires were sent to all grant-aided establishments for further education in England and Wales; independent establishments were excluded from the survey. The questionnaire addressed to each grant-aided major establishment of further education asked for information in respect of a sample of *evening-only* students (i.e. no students who attended the same institution both during the day and in the evening were to be included); and the questionnaires addressed to evening institutes, community centres, youth clubs, etc., which organise classes under the Further Education Regulations under the supervision of a paid instructor asked for information in respect of a sample drawn from all their students. The sample consisted of all students (as just defined) whose surnames had as their initial letter either N or Y. These letters were chosen with the aim of obtaining a 2 per cent sample.

#### 3. *The questionnaire*

In respect of each student born in 1946, 1947 and 1948 (i.e. aged 15-17 at 31st December, 1963) and included in the sample, the following particulars were requested. The column numbers refer to the questionnaire Form 117 F.E. Stats, a copy of which is reproduced at the end of this Appendix.

- (i) cols. 2 and 3: Sex and year of birth.
- (ii) col. 4. "Is student taking course or class to improve his performance or prospects at work?"
- (iii) col. 5. "If the answer in col. (4) is 'Yes', is the student taking the course to improve his performance or

prospects in his present occupation or to enable him to change to some other occupation?"

(iv) *cols. 7 and 8.* For vocational students only (i.e. 'Yes' answer in column 4), the student's occupation and the industry of his employer.

(v) *cols. 9 to 12.* Details of the course(s) or class(es) attended.

The following instructions were given to further education establishments regarding columns (4) and (5) of the questionnaire.

*Purpose for which the student is taking the course*

Column (4) is designed to provide information, for students aged under 18 only, as to whether they are undertaking the course for vocational reasons or for non-vocational reasons; column (5) is designed to distinguish, in the case of students following courses for vocational reasons, between courses undertaken in connection with the student's present occupation and courses undertaken to enable the student to change to some other occupation.

In some cases it may be obvious from the nature of the course that it is being undertaken for non-vocational reasons and the college may make the appropriate entries without questioning the student. However, it will be necessary to interview the student whenever the course is vocational, or there is a possibility that the course is vocational, in order to provide answers in columns (4) and (5).

To obtain some uniformity in the answers from students, it is suggested that the first question (column (4)) be put to the student in the following form:

"Are you taking this course (or class)

(i) in order to improve your performance or prospects in your present job or a future job (vocational);

or (ii) for other reasons, for example general education or recreational reasons (non-vocational)?"

If the answer to this first question is "vocational", the second question (column (5)) should be put to the student in the following form:

"Are you taking the course (or class) in order

(i) to improve your performance or prospects in your present occupation;

or (ii) to enable you to change to some other occupation?"

A tick should be entered in the appropriate subdivision of columns (4) and (5). If answers to these questions cannot be obtained please write "N.A." in these columns."

*4. Grossing-up of the sample figures*

The sample figures were grossed up to the national totals of evening-only students aged 15-17 attending grant-aided further education establishments at November, 1963; these national totals were taken from the provisional results of the regular autumn term 'census' of students

in further education. It should be noted that the national totals of evening-only students in major establishments (as published in Statistics of Education) count a student attending two or more separate evening-only courses two or more times, whereas in the statistics in this Appendix such a student is counted once only if the courses are in the same establishment. For this reason the total of evening-only students in major establishments given here is some 11 per cent less than the total to be published later in Statistics of Education. In the case of evening institutes a student attending more than one course in the same establishment is counted once only in both sets of figures.

### 5. *The sample*

The sample was designed to yield 2.0 per cent of all evening-only students in England and Wales, but the actual sampling percentage fell short of 2 per cent in the majority of institutions. Moreover, so that figures should be available for the publication of this Report it was necessary to process the returns which had been received from establishments covering 98 per cent of all evening-only students in major establishments and 83 per cent of all students in evening institutes. The effective sample also excludes students whose reasons for attending the course were not available to the colleges; these formed less than 1 per cent of the total sample numbers. The overall sample percentage actually achieved was approximately 1.5 per cent amounting in all to some 5,421 evening-only students aged under 18, but there were some variations in the sample percentages depending on the age of the student and the type of institution (i.e. whether it was a major establishment or an evening institute) and to a lesser extent upon the student's sex. The sample percentages in evening institutes were generally lower than in major establishments. Individual grossing-up factors were used in the strata defined by age, sex and type of institution to derive the figures given in Tables D.1, D.2, D.3, and D.4.

### 6. *Sampling errors*

All the statistics derived from this survey except the overall totals in Table D.1, are subject to sampling errors. The magnitude of these sampling errors is shown in the following table:

	(thousands)		
Estimate	1.0	10.0	100.0
Standard error of estimate	0.3	0.8	2.2

Sampling errors of as much as twice the standard error would not be very unusual. As examples, an estimate of 1.0 thousand implies that the true figure has a 95 per cent chance of lying between 0.5 thousand and 1.5 thousand and an estimate of 100.0 thousand implies that the true figure has a 95 per cent chance of lying between 95.7 thousand and 104.3 thousand. The figures are given in the tables to the nearest 0.1 thousand for convenience of presentation, but the last digit (the hundreds digit) is never significant.

### 7. *The results*

Table D.1 presents a summary of the results. More girls than boys aged 15-17 were engaged in evening only courses; of the girls 57 per cent were enrolled for vocational reasons compared with 41 per cent for the boys. Also nearly three times as many girls as boys were returned as enrolled for vocational reasons with a view to changing their occupation.

8. Table D.2 gives an age analysis of vocational evening only students, other than those whose occupation is returned as 'students' (see foot note (c), Table D.1). For each age girls out-number boys.

9. Table D.3 analyses the vocational evening only students by the industry of their employer. The numbers of students in each industry are compared with the numbers aged under 18 at June, 1963 who were insured under the National Insurance Acts at that date. Columns (3) and (7) show that in nearly all industries a higher percentage of girls than boys attended evening only courses for vocational reasons. The percentages of insured persons under 18 who were granted day release in each industry in 1962 (the latest available year) are given in columns 4 and 8. It had been thought possible that high percentages of young people doing evening only study for vocational reasons would be found in industries where a low percentage of young people were granted day release; but calculation of the appropriate correlation coefficients showed that in general this is not the case. Indeed in the cases of public administration and defence, professional and scientific services, gas, water and electricity, and chemical and allied industries it can be seen that relatively high levels of both day release and evening only vocational study obtain together. It is note-worthy that insurance, banking and finance has a low level of day release but one of the highest levels of evening only vocational study.

10. Table D.4 analyses the vocational evening only students by their present occupations using the occupational classification adopted for the 1961 Census of Population. These figures are then compared with the numbers of 15-17 year olds in each occupation in 1951, as estimated from the 1951 Census of Population figures; these are the latest available statistics which give a full occupational analysis, though it is recognised that considerable changes are likely to have taken place over the intervening years. For this reason columns 3 and 6 in the table should be treated with considerable caution. However, it seems that young people in the following occupations are the most likely to pursue evening only vocational studies:—clerical, electrical and electronic, professional, technical and artists, and sales, together with (for boys) food, drink and tobacco and (for girls) transport and communications. Gas, coke and chemical workers (girls) have been omitted from consideration because of the small overall numbers involved and the consequent unreliability of the percentages given for this occupation in column (6).

Table D.1. Evening-only students aged under 18 enrolled at grant-aided further education establishments (November, 1963)

(thousands)

Type of Student	Boys	Girls	Total
Major establishments			
Vocational			
Present occupation (a)	36.3	40.8	77.1
Future occupation (b)	5.0	10.7	15.7
Total (a) and (b)	41.3	51.5	92.8
Students (c)	3.3	5.4	8.7
Non-vocational	14.6	21.2	35.8
Total	59.2	78.1	137.3
Evening institutes			
Vocational			
Present occupation (a)	14.9	29.4	44.3
Future occupation (b)	2.6	11.4	14.0
Total (a) and (b)	17.5	40.8	58.3
Students (c)	7.6	10.9	18.5
Non-vocational	87.6	60.1	147.7
Total	112.7	111.8	224.5
All establishments			
Vocational			
Present occupation (a)	51.2	70.2	121.4
Future occupation (b)	7.6	22.1	29.4
Total (a) and (b)	58.8	92.3	151.1
Students (c)	10.9	16.3	27.2
Non-vocational	102.2	81.3	183.5
Total	171.9	189.9	361.8

(a) and (b) Each 'vocational' student was questioned to ascertain whether the course being undertaken was to improve his performance or prospects in his present occupation or to enable him to change to another occupation.

(c) These young people are either at school or studying full-time at further education establishments other than the ones in which they have been included as evening-only students.

Table D.2. Age analysis of evening-only students aged under 18 enrolled for vocational reasons at grant-aided further education establishments (a) (November, 1963)

(thousands)

Age (b)	Boys	Girls	Total
15	10.5	17.0	27.5
16	23.6	40.8	64.4
17	24.7	34.5	59.2
Total	58.8	92.3	151.1

(a) Excluding those who gave their occupation as 'student'  
See note (c) in Table D.1.

(b) Age at 31st December, 1963.

Table D.3. Industrial classification of evening-only students (a) aged under 18 enrolled for vocational reasons at grant-aided further education establishments (November, 1963).

Industry of Student's employer	Boys				Girls				Percentage of insured granted day release November, 1962(c) (8) (e)
	Total evening-only students (1)	Number insured at June, 1963(b)	Col. 1 as a percentage of Col. 2 (3)	Percentage of insured granted day release November, 1962(c) (4) (e)	Total evening only students (5)	Number insured at June, 1963(b) (6)	Col. 5 as a percentage of Col. 6 (7)		
1 Agriculture, forestry and fishing	2.5	37.1	6.7	11.9	0.6	7.2	8.3	5.7	1
2 Mining and quarrying	1.2	23.6	5.1	42.7	0.3	1.4	21.4	12.2	2
3 Food, drink and tobacco	1.8	21.8	8.3	16.0	4.8	31.7	15.1	7.7	3
4 Chemical and allied industries	0.8	7.6	10.5	54.2	3.8	13.3	28.6	19.1	4
5 Metal manufacture	1.2	17.2	7.0	50.3	2.4	6.4	37.5	16.4	5
6 Engineering and electrical goods	9.2	73.2	12.6	60.3	8.8	50.7	17.4	8.7	6
7 Ship building and marine engineering	0.7	8.7	8.0	42.3	0.1	0.8	12.5	5.8	7
8 Vehicles	1.0	22.0	4.5	50.6	1.6	9.9	16.2	10.5	8
9 Metal goods not elsewhere specified	1.0	23.7	4.2	17.5	1.2	16.1	7.5	5.3	9
10 Textiles	1.4	17.7	7.9	15.0	2.3	40.4	5.7	2.5	10
11 Leather, leather goods and fur	0.3	2.7	11.1	11.6	0.4	2.9	13.8	3.5	11
12 Clothing and footwear	1.1	12.7	8.7	11.5	3.1	64.1	4.8	2.3	12
13 Bricks, pottery, glass and cement, etc.	0.4	12.4	3.2	12.4	1.3	7.2	18.1	2.5	13
14 Timber, furniture, etc.	2.1	20.2	10.4	17.8	1.9	49.5	3.8	2.1	14
15 Paper, printing and publishing	2.0	22.5	8.9	41.6	3.4	27.8	12.2	2.3	15
16 Other manufacturing industries	0.9	8.3	10.8	21.2	2.1	12.5	16.8	4.4	16
17 Construction	4.8	95.5	5.0	40.9	2.4	7.7	31.2	4.4	17
18 Gas, electricity and water	1.2	9.0	13.3	104.4	1.4	3.2	43.8	32.3	18
19 Transport and communication	3.1	32.2	9.6	25.8	2.7	19.7	13.7	17.2	19
20 Distributive trades	7.2	136.8	5.3	7.6	16.2	241.2	6.7	2.3	20
21 Insurance, banking and finance	3.4	10.8	31.5	8.9	10.0	35.3	28.3	1.2	21
22 Professional and scientific services	4.3	15.9	27.0	30.5	10.8	39.3	27.5	24.3	22
23 Miscellaneous services	4.5	70.0	6.4	22.8	6.0	81.2	7.4	9.2	23
24 Public administration and defence	2.7	14.4	18.8	71.6	4.7	15.0	31.3	62.3	24
25 Total (other than students)	58.8	716.0	8.2	30.3	92.3	784.5	11.8	7.4	25
26 Students(d)	10.9	.	.	.	16.3	.	.	.	26
27 Total	69.7	.	.	.	108.6	.	.	.	27

(a) The numbers in columns (1), (2), (5) and (6) are in thousands.

(b) Numbers aged under 18 at June 1963 who were insured under the National Insurance Acts at that date.

(c) Taken from Statistics of Education 1962 Part Two (Table 20).

(d) As defined in Table D.1 (note (c)).

(e) There is a time lag between the collection of numbers insured and of numbers granted day release. This is why in line 18, col. 4 there appears to be more than 100 per cent of numbers insured receiving day release.

• Means not applicable.

Table D.4. Occupational classification of evening-only students(a) aged under 18 enrolled for vocational reasons at grant-aided further education establishments (November, 1963).

Occupation of Student	Boys			Girls		
	Total evening-only students (1)	Total numbers aged 15-17 in these occupations in Census 1951 (2)	Col. 1 as a percentage of Col. 2 (3)	Total evening-only students (4)	Total numbers aged 15-17 in these occupations in Census 1951 (5)	Col. 4 as a percentage of Col. 5 (6)
Farm workers, foresters and fishermen	2.5	50.9	5.0	0.3	8.3	4.0
Miners and quarrymen	0.6	18.8	3.0	—	—	—
Gas, coke and chemical workers	0.1	0.8	13.0	0.1	1.1	9.0
Glass and ceramics workers	—	3.3	—	0.2	3.6	6.0
Furnace, forge, foundry and rolling mill operatives	0.7	7.0	10.0	—	—	—
Electrical and electronic workers	5.4	22.1	24.0	0.3	2.3	13.0
Engineering and allied trade workers	8.9	77.6	12.0	0.4	9.3	4.0
Wood workers	2.1	30.7	7.0	0.1	1.4	7.0
Leather workers	0.3	5.5	6.0	0.4	5.5	7.0
Textile workers	0.4	6.0	7.0	0.4	32.7	1.0
Clothing workers	1.0	7.1	14.0	1.3	59.7	2.0
Food, drink and tobacco workers	1.1	4.9	22.0	0.3	11.8	3.0
Paper and printing workers	1.3	11.0	12.0	0.3	15.3	2.0
Makers of other manufacturing products	0.3	3.4	9.0	0.1	3.2	3.0
Construction workers	1.5	24.1	6.0	—	—	—
Painters and decorators	0.7	12.3	6.0	—	0.9	—
Drivers of stationary engines, cranes, etc.	—	1.1	—	—	—	—
Labourers (not elsewhere classified)	0.6	41.9	1.0	0.2	32.7	1.0
Transport and communication workers	1.8	35.4	5.0	1.4	10.7	13.0
Warehousemen, storekeepers, packers, bottlers	0.8	8.8	9.0	0.2	22.8	1.0
Clerical workers	16.8	35.1	48.0	72.7	163.9	44.0
Sales workers	5.7	34.8	16.0	7.3	89.6	8.0
Service, sport and recreational workers	0.9	11.0	8.0	2.8	51.7	5.0
Professional, technical, artists, administrators and managers	3.6	16.5	22.0	3.3	26.2	12.0
Armed forces (British and foreign)	0.2	5.6	4.0	—	—	—
Occupations not adequately described	1.5	8.4	18.0	0.2	6.4	3.0
Total (excluding students(b))	58.8	484.1	12.0	92.3	559.1	17.0
Students(b)	10.9	—	—	16.3	—	—
Total	69.7	—	—	108.6	—	—

(a) The numbers in columns (1), (2), (4), and (5) are in thousands.

(b) As defined in note (c) of Table D.1.

— means not applicable.

— means nil.

**ANALYSIS BY INDUSTRIES OF YOUNG PEOPLE RELEASED**  
*Boys and girls (a) under 18 released by their employers during working hours  
 to take part-time day courses at grant-aided establishments (b).*

INDUSTRY	EDUCATIONAL YEAR																								
	1959/60						1960/61						1961/62						1962/63						
	Estimated numbers insured at end of May 1959 (1)		Numbers released by employers October 1959 (2)		Column (2) as a percentage (d) of column (1) (3)		Estimated numbers insured at end of May 1960 (4)		Numbers released by employers October 1960 (5)		Column (5) as a percentage (d) of column (4) (6)		Estimated numbers insured at end of March 1961 (7)		Numbers released by employers November 1961 (8)		Column (8) as a percentage (d) of column (7) (9)		Estimated numbers insured at end of June 1962 (10)		Numbers released by employers November 1962 (11)		Column (11) as a percentage (d) of column (10) (12)		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls					
1 Agriculture, forestry and fishing	41.0	7.4	2.5	0.2	6.2	2.6	40.7	7.5	3.0	0.2	7.3	3.3	36.7	6.7	3.6	0.3	9.9	4.6	35.7	6.0	4.3	0.3	11.9	5.7	1
2 Mining and quarrying	29.4	1.3	6.9	0.1	23.6	6.2	24.0	1.4	6.9	0.1	28.8	8.7	22.6	1.3	8.7	0.2	38.3	12.8	23.8	1.4	10.2	0.2	42.7	12.2	2
3 Food, drink and tobacco	18.8	30.4	2.3	2.1	12.4	7.0	20.2	29.2	2.4	2.0	11.9	6.9	19.1	28.1	2.9	2.1	15.4	7.6	21.3	30.3	3.4	2.2	16.0	7.4	3
4 Chemical and allied industries	8.4	13.0	3.9	2.1	45.8	15.8	8.0	13.5	4.5	2.3	56.5	17.0	8.4	13.2	5.3	2.6	63.8	19.6	8.5	13.4	4.6	2.6	54.2	19.1	4
5 Metal manufacture	16.2	5.6	7.3	0.7	45.4	13.3	17.4	6.5	8.4	1.0	48.2	15.6	19.2	6.9	10.4	1.2	53.9	17.1	18.1	6.6	9.1	1.1	50.3	16.4	5
6 Engineering and electrical goods	61.3	38.7	29.5	2.9	48.1	7.5	68.2	45.7	33.3	3.4	48.8	7.3	72.3	45.9	43.5	4.3	60.2	9.3	76.1	48.0	45.8	4.2	60.3	8.7	6
7 Shipbuilding and marine engineering	9.9	0.9	3.2	0.03	32.0	3.6	9.1	0.9	3.3	0.04	36.0	3.8	8.9	0.8	4.0	0.1	45.0	9.5	10.1	1.0	4.3	0.1	42.3	5.8	7
8 Vehicles	23.6	9.2	6.6	1.0	40.8	10.7	25.4	10.1	10.9	1.2	43.0	11.6	25.0	9.9	12.1	1.2	48.3	11.9	23.6	9.7	11.9	1.0	50.6	10.5	8
9 Metal goods not elsewhere specified	18.8	15.0	4.0	0.7	21.2	4.8	21.9	16.2	4.2	4.8	19.0	5.0	22.0	15.2	4.8	0.8	21.6	5.1	23.5	14.9	4.1	0.8	17.5	5.3	9
10 Textiles	15.4	37.5	2.1	0.8	13.4	2.2	18.3	39.1	2.4	1.0	12.9	2.5	16.8	37.6	2.6	1.1	15.3	2.8	17.5	37.8	2.6	1.0	15.0	2.5	10
11 Leather, leather goods and fur	2.3	2.3	0.1	0.02	4.5	1.0	2.4	2.6	0.1	0.03	4.6	1.1	2.3	2.4	0.2	0.1	10.3	3.8	2.4	2.6	0.3	0.1	11.6	3.5	11
12 Clothing and footwear	10.6	53.4	1.5	1.2	14.0	2.2	12.0	58.7	1.5	1.3	12.2	2.3	12.6	57.9	1.6	1.3	12.6	2.2	12.7	61.7	1.5	1.4	11.5	2.3	12
13 Bricks, pottery, glass, cement, etc.	11.0	7.2	1.0	0.2	9.2	2.5	12.9	7.3	1.1	0.2	8.5	2.7	12.1	7.3	1.2	0.2	10.3	2.8	12.7	8.2	1.6	0.2	12.4	2.5	13
14 Timber, furniture, etc.	17.7	5.3	2.5	0.1	14.0	1.2	20.2	5.2	2.9	0.1	14.4	1.2	18.8	5.1	3.3	0.1	17.8	1.7	19.5	5.1	3.5	0.1	17.8	2.1	14
15 Paper, printing and publishing	19.2	25.3	5.5	0.6	28.9	2.4	21.4	28.2	7.4	0.6	34.3	2.0	21.9	26.5	9.4	0.6	42.9	2.4	23.0	27.4	9.6	0.6	41.6	2.3	15
16 Other manufacturing industries	7.0	10.7	1.3	0.5	18.1	5.0	7.8	11.6	1.2	0.6	15.8	5.0	7.5	11.8	1.6	0.6	21.0	4.8	7.7	11.9	1.6	0.5	21.2	4.4	16
17 Construction	63.5	5.4	26.1	0.3	41.0	4.7	74.1	6.6	29.7	0.3	40.2	4.1	79.5	6.7	33.8	0.3	42.5	4.6	87.9	6.7	35.9	0.3	40.9	4.4	17
18 Gas, electricity and water	6.2	2.6	5.1	0.6	82.3	21.3	6.3	2.7	5.3	0.6	83.3	23.8	6.2	2.8	6.3	0.7	100.7	25.8	7.0	2.8	7.3	0.9	104.4	32.3	18
19 Transport and communication	29.8	13.8	5.3	2.7	17.8	19.2	20.4	14.4	5.7	2.7	19.4	18.4	31.0	18.5	7.9	4.0	25.4	21.7	33.9	20.8	8.7	3.6	25.8	17.2	19
20 Distributive trades	107.5	186.0	8.6	4.7	8.0	2.5	118.5	200.6	9.2	4.7	7.8	2.3	115.7	207.5	9.0	5.1	7.8	2.4	124.7	225.1	9.4	5.3	7.6	2.3	20
21 Insurance, banking and finance	10.3	27.0	0.2	0.2	1.5	0.7	10.7	31.3	0.2	0.2	1.5	0.7	10.2	33.7	0.2	0.3	2.3	1.0	10.0	34.6	0.9	0.4	8.9	1.2	21
22 Professional and scientific services	13.9	34.8	3.3	8.1	23.8	23.1	14.3	35.0	4.1	8.4	28.4	24.0	15.2	35.1	4.4	9.3	28.9	26.4	15.1	36.5	4.6	8.9	30.5	24.3	22
23 Miscellaneous services	52.0	64.8	10.1	3.6	19.4	5.6	59.2	70.8	11.5	4.4	19.5	6.2	60.9	73.8	13.8	5.9	22.7	8.0	63.7	79.2	14.5	7.3	22.8	9.2	23
24 Public administration and defence	10.3	11.6	5.5	5.6	53.3	48.2	11.5	12.0	6.5	5.6	56.5	46.6	12.5	12.4	9.2	8.5	73.7	68.3	13.6	14.5	9.7	9.0	71.6	62.3	24
25 TOTAL (c)	604.1	609.2	147.3	38.9	24.4	6.4	644.9	657.1	165.6	41.6	25.7	6.3	657.4	667.1	199.6	50.6	30.4	7.6	692.1	706.2	209.4	52.0	30.3	7.4	25

(a) The numbers released in columns (2), (5), (8) and (11), and the numbers insured in columns (1), (4), (7) and (10) are in thousands.

(b) Students under 18 on 31st December, enrolled in grant-aided establishments as at October or November of the appropriate year, shown as a percentage of the estimated number aged under 18 as at May or June of the appropriate year, who were insured under the National Insurance Acts at the latter time.

(c) The total does not always exactly equal the sum of the individual industries owing to rounding-off effects.

(d) There is a time lag between the collection of numbers insured and of numbers granted day release. This is why in line 18 columns 9 and 12 there appear to be more than 100 per cent of numbers insured receiving day release.

MINISTRY OF EDUCATION

**EVENING STUDENTS IN ESTABLISHMENTS FOR FURTHER EDUCATION**

Local Education Authority

Name of establishment  
(if a composite return, indicate number of individual establishments included)

Major establishment	Evening Institute, Youth Club, Community Centre, etc.
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Please  
tick as  
appropriate

Part A. Total number of evening students enrolled at 1st November, 1963 as returned in Section V of Form 107 F.E. Stats. (major establishments) or on Form 109 F.E. Stats.  
(evening institutes, etc.)


To be entered  
only on  
first sheet

Number of students included in this total for whom individual details are given in Part B below (and on continuation sheets)


Leave  
blank

Part B. Return of evening students who on 1st November, 1963 were enrolled in courses or classes and whose surnames begin with the letters N or Y.

Surname	Year of birth (See note 8)	Sex	If student was born in 1946, 1947 or 1948				Details of course(s) or class(es) attended						Leave blank			
			Is student taking course or class to improve his performance or prospects at work? (See note 9)		If answer in col. (4) is 'Yes', is the student taking the course to improve his performance or prospects in his present occupation or to enable him to change to some other occupation? (See note 9)		Vocational students only		Student's occupa- tion (See note 10)	Industry of employer (See note 11)	Title of course or class (See note 12)	Duration of the course within the session 1963-64 (enter tick in appropriate column) (See note 13)			No. of classes per week (See note 14)	
			Tick appropriate columns				If answer in col. (4) is 'No' was it provided by:									
			Male (1)	Female (2)	Yes (vocational) (3)	No (non- vocational) (4)	Present occupation (5)	Other occupation (6)				Student (7)		College (8)		(9)
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14																
15																
16																
17																

Surname		Year of birth (See note 8)	Sex	If student was born in 1946, 1947 or 1948					Details of course(s) or class(es) attended					Leave blank						
				Is student taking course or class to improve his performance or prospects at work ? (See note 9)		If answer in col. (4) is 'Yes', is the student taking the course to improve his performance or prospects in his present occupation or to enable him to change to some other occupation ? (See note 9)		Vocational students only		Students's occupation (See note 10)		Industry of employer (See note 11)			Title of course or class (See note 12)		Duration of the course within the session 1963-64 (enter tick in appropriate column) (See note 13)		No. of classes per week (See note 14)	
(1)		(2)		Tick appropriate columns					(7)		(8)		(9)		(10)		(11)		(12)	(13)
				Male	Female	Yes (vocational)	No (non-vocational)	Present occupation												
(3)	(4)	(5)	(6)																	
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## CERTIFICATE

I certify that to the best of my knowledge this return is complete and correct.

Signature of Principal or other Authorised Officer  
of the establishment or of the Local Education Authority